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ABSTRACT

Selections in this reader explore some current and influential thinking about learning and assessment. It provides a theoretical framework for considering past and current developments in research into the mind and learning. The chapters are: (1) "On Becoming Labeled--the Story of Adam" (R.P. McDermott); (2) "Reconstructing Educational Psychology" (Eric Bredo); (3) "Is Everyone Musical?" (John A. Sloboda, Jane W. Davidson, and Michael J.A. Howe); (4) "Making Up the Mind" (Oliver Sacks); (5) "Cognitive Development through Social Interaction: Vygotsky and Piaget" (Barbara Rogoff); (6) "Legitimate Peripheral Participation" (Jean Lave and Etienne Wenger); (7) "Assessment in Context" (Howard Gardner); (8) "Assessment, Learning Theories and Testing Systems" (Paul Black); (9) "Where Is the Mind?" (Paul Cobb); (10) "Problem Solving as a Basis for Reform in Curriculum and Instruction: The Case of Mathematics" (James Hiebert, Thomas P. Carpenter, Elizabeth Fennema, Karen Fuson, Piet Human, Hanlie Murray, Alwyn Olivier, and Diana Wearne); (11) "Assessment Issues in a Performance-Based Subject: A Case Study of Physical Education" (Doune Macdonald and Ross Brooker); (12) "Outcomes, Competencies and Trainee-Centered Learning: The Gap between Rhetoric and Reality" (Alison Wolf); (13) "Situated Learning and Transfer: Implications for Teaching" (Hans Gruber, Lai-Chong Law, Heinz Mandl, and Alexander Renkl); (14) "When Is Experiential Learning Not Experiential Learning?" (Mike Wallace); (15) "Design of MIST--a System To Help Students Develop Metacognition" (Sadhana Puntambekar and Benedict du Boulay); (16) "Supporting Collaborative Learning: A Gender Dimension" (Patricia Murphy); (17) "The Validity and Reliability of Assessments and Self-Assessments of Work-Based Learning" (Yves Benett); (18) "Cultural Bridging and Children's Learning" (Kathy Stredder with case study material by Karen Emmott and Chris Carpenter); (19) "Anyone for Tennis? Social Class Differences in Children's Responses to National Curriculum Mathematics Testing" (Barry Cooper and Mairead Dunne); and (20) "Securing Conceptual Development in Workplaces" (Stephen Billett and Judy Rose). Each chapter contains references. (Contains 12 tables and 15 figures.) (SLD)